

School to Work Program: 2009 Regional Report

Moving towards a whole school career development approach

Region: Western Sydney

School Program Priorities

- a) What were the five key priorities for the School to Work (STW) Program in your region in 2009? (Dot points only)
1. Streamline programs offered through RAVE and strengthen the outcomes.
 2. student career path planning strategies.
 3. Engage and strengthen STW initiatives across the regions SSP's.
 4. Continue building partnerships for enterprise learning across the region.
 5. Build capacity using STW concepts and connected classroom technologies.
- b) What are the top five intended priorities for the STW Program in your region in **2010**? (Dot points only)
1. RAVE is a successful regional initiative and that the programs outcomes are maintained and improved.
 2. Promotion of the Student Pathways Survey
 3. Develop strategies for the incorporation of laptops into STW initiatives.
 4. Gathering best practice strategies from SSP schools and incorporating their data into the regional report.
 5. Reinforce the incorporation of STW across KLA areas
- c) Summarise other sources of funding schools have used to complement the STW Program in your region.
- Regional STW allocation. School Global budgets LCP program funds- adopt-a-school P&C funds Local, Federal & State government allocations.
- d) Do your schools use the STW report to inform directions in their school management plan?
- Yes 48 No 7
- e) Have your schools adopted a Career & Transition Team approach to coordinate the STW Program?
- Yes 26 No 29
- f) Do your schools include an executive member on their Career and Transition Team?
- Yes 26 No 5 N/A 24
- g) What strengths or capabilities do your school's C&T Teams need to develop to enhance their leadership effectiveness in a whole school context?
- * Teams need to develop communication skills which motivate and inform whole school involvement. * greater collaboration between all sectors represented on the team.

Student Participation

Student numbers by year group	7	8	9	10	11	12
Total school cohorts (Term 4, 2009)	6938	6998	6899	6536	5860	4881
Number of students participating in the STW program - total	735	1040	3763	6393	4675	4266
Number of students participating in the STW program - %	10.59%	14.86%	54.54%	97.81%	79.78%	87.40%
Number of indigenous students participating in the STW program - total	31	69	206	210	142	84
Number of indigenous students participating in the STW program - %	4.22%	6.63%	5.47%	3.28%	3.04%	1.97%
Number of LBOTE students participating in the STW program - total	150	180	904	1631	1831	1515
Number of LBOTE students participating in the STW program - %	20.41%	17.31%	24.02%	25.51%	39.17%	35.51%
Number of students with disabilities participating in the STW program - total	99	122	271	286	231	189
Number of students with disabilities participating in the STW program - %	13.47%	11.73%	7.20%	4.47%	4.94%	4.43%

Number of students in school undertaking the following:

Student numbers by year group	7	8	9	10	11	12
BOS Work Education Syllabus	20	16	640	518		
BOS Work Studies Syllabus					84	48
BOS Work & the Community Life Skills Syllabus					117	106
Career Education classes	4	127	2239	4950	794	717

Comments by Region about Student Participation

The % involvement of school cohorts remains stable across the Region. A focus in WSR in 2010 is to continue the development of strategies that focus on career development for Aboriginals students. The increase in the participation rate of LBOTE students could be a direct reflection of R.A.W.

Planning Transition Pathways

Supporting students to develop confidence in self-managing their career and transition planning

Using the DET online *Student Pathways Survey* to improve student career development programs

- a) Did your schools encourage students to independently access the *Student Pathways Survey* in 2009? y 20 n 35
- b) Which year group(s) accessed the *Student Pathways Survey* in 2009?
- | | 9 | 10 | 11 | 12 |
|-----|----|----|----|----|
| Yes | 14 | 19 | 10 | 6 |
| No | 41 | 36 | 45 | 49 |
- c) Summarise for what purpose(s) did your schools use the *Student Pathways Survey* in 2009?
- Transition support for students. Exploring curriculum and vocational opportunities for students Identifying areas of strengths and weaknesses in goal setting and career planning . For students who were involved in the On the Job Training initiative, and for Year 10 careers classes to reflect on their current position regarding school to work and to assist them in planning their transition.
- d) Did your schools access the *Student Pathways Survey: School Report* in 2009? y 18 n 37
- e) If yes, summarise for what purpose(s) your schools use the *Student Pathways Survey: School Report* in 2009?
- The school used the report for planning purposes and as an analysis tool to better determine student needs.
- f) Summarise the support schools requested to ensure effective use of the *Student Pathways Survey* and its *School Report*
- Professional development and technology support- implementation strategies with the laptop initiative. Region develops strategies to highlight the benefits the use of the tool will have on school management plans.

Students' articulation of a career and transition plan

Student numbers by year group	9	10	11	12
g) Estimate how many students can articulate a career and transition plan - total	2561	5463	4551	4502
Estimate how many students can articulate a career and transition plan - %	37.12%	83.58%	77.66%	92.24%
h) Estimate how many students have a written career and transition plan - total	1515	5768	2925	3691
Estimate how many students have a written career and transition plan - %	21.96%	88.25%	49.91%	75.62%

Supporting student career and transition planning

- i) Indicate the approaches your schools use to support individuals to articulate a career and transition plan:
- | | |
|--|---|
| 52 Career counselling | 20 Student Pathways Survey |
| 45 Employment Related Skills Logbook &/or Logbook online | 52 Interviews with teachers |
| 54 Workplace learning | 49 Access to electronic career planners eg. myfuture (My Guide) |
| 9 Real Game Series | 30 Other |

Supporting the career and transition confidence of students in identified groups(If you have no strategies for for a particular group please indicate N/A in the box)

- j) What strategies or programs have the schools in your region used to build the career and transition confidence for students with a disability?
- i. students in the regional vet classes will develop a visual folio of employability skill acquisition. This idea will be expanded across the region and be available for all schools via the wiki.

k) What strategies or programs have the schools in your region used to build the career and transition confidence for students who are from LBOTE?

WSR has modified the Real Game to accommodate low literacy students through the development of sound bites, and simplified work sheets for appropriate entry level employment. Schools access the R.A.W program with outcomes indicating student understanding between employers and employees and increasing their work readiness skills.

l) What strategies or programs have the schools in your region used to build the career and transition confidence for students who are Aboriginal or Torres Strait Islander?

Intensive and targeted career support meetings; attendance at specialised career markets and expos aimed at ATSI students; use of indigenous career speakers; specialist mentors available to all ATSI students; liaison and support for indigenous traineeships and apprenticeships; providing access to indigenous employment agencies. regional strategies with AFL Academy and ABC strategy.

m) What strategies or programs have the schools in your region used to build the career and transition confidence of students who will stay at school because of the raised school leaving age?

Strategies to address this initiative are being developed and include personalised interviews, TAFE taster opportunities and an increase in Stage 5 VET.

n) What strategies or programs have the schools in your region used to build the career and transition confidence for students in other identified groups? (eg. Boys, Girls, Refugees, Gifted and Talented)

WSR schools accessed Girls career seminars operated through Enlighten and Boys seminars from Oxygen Factory and organised through the R.A.V.E program- very highly sought after. Localised school programs, enterprise projects such as ABW and LCP funded projects like 'Solar Boat Challenge'..

Comments by Region about Planning Transition Pathways

The WSR RAVE program is highly successful and will continue to assist schools in the provision of projects that highlight career and transition planning. The Career and Transition team strategy will be strengthened.

Exploring Career Futures

Providing students with access to people, opportunities and a variety of media, which assists them to process information about work, education and training options.

Students accessing electronic career information to support their pathways planning

a) Which electronic career resources are being used in your region?

Websites

48 <i>myfuture</i> website	19 CAS (Careers Advisory Service) website
47 Job Guide	6 Ozjac
38 Online career guidance tools	31 School/region websites
48 Tertiary institutions	40 Industry specific
3 None	

Teachers accessing electronic career information to support students in their pathways planning

b) What electronic resources are teachers / careers advisers using to support the School to Work Program in your schools?

11 Video Conferencing	35 Interactive Whiteboards
40 schooltowork.com.au website	27 VEiS website
13 Blueprint (ABCD) website	41 School / region websites
34 Student laptops	8 ReCAP
13 Other	

c) How will the laptop distribution through the Digital Education Revolution NSW impact on career communication, career education, and/or career services in your schools?

All schools are embracing this technology in an extremely positive manner. There is recognition that this technology will provide students greater flexibility to access available resources and also allow them to build their career plans independently. Schools are embracing the opportunity to personalise and streamline information for students thereby catering for all students.

d) Outline what support is required for schools/students to leverage laptop access for student's career exploration, career education and career and transition planning.

Region will provide strategies for greater KLA and whole school involvement through the laptop initiative. * develop resources that can be used and search for websites * access training in online programs such as wikis. * training for staff in the incorporation of career orientated sites and information into all KLA lessons. strategies for the utilisation of the online logbook.

Schools providing authentic learning opportunities including work-based and community-based learning

e) What authentic learning opportunities did your schools provide for students?

55 Work experience	43 Work placement
40 Enterprise activities	31 Community-based work
15 Shadowing	31 Volunteering
6 Service Learning	11 Other

Comments by Region about Exploring Career Futures

The availability of laptops for students is an enormous area of possibility for professional development in 2010. Successful and appropriate strategies will allow students greater flexibility when researching their career futures and enable whole school involvement in the process.

Strengthening Student Outcomes through Vocational Learning

Supporting teachers to identify and provide a range of opportunities for students to make explicit links to vocational and enterprise learning in all curriculum areas

Students using the Employment Related Skills Logbook and/or Logbook Online in your school

- a) Are schools using the website Logbook Online with students? y 17 n 38
- b) If yes, is it used: 7 as a replacement for the blue folder? 13 to complement the blue folder?

Students using the Employment Related Skills Logbook in your schools

Student numbers by year group	7	8	9	10	11	12
c) How many students are using the Logbook/Logbook Online for career and transition planning? - total	5	12	2505	4190	1518	1585
How many students are using the Logbook/Logbook Online for career and transition planning? - %	0.07%	0.17%	36.31%	64.11%	25.90%	32.47%
d) How many students are using the Logbook/Logbook Online in their curriculum studies? - total	5	12	1257	2035	672	653
How many students are using the Logbook in their curriculum studies? - %	0.07%	0.17%	18.22%	31.14%	11.47%	13.38%
e) How many students are using the Logbook/Logbook Online to prepare a résumé/CV ? - total	5	17	2061	3692	1306	1344
How many students are using the Logbook/Logbook Online to prepare a résumé/CV ? - %	0.07%	0.24%	29.87%	56.49%	22.29%	27.54%

KLA teachers supporting career development and vocational learning

Key Learning Area	ENG	MAT	SCI	HIS	PDHPE	TAS	LANG	CAPA
f) How many teachers are using the Logbook in their classroom?	70	52	69	66	60	88	19	39
g) How many teachers are supporting student career development through curriculum delivery?	225	203	209	280	292	282	53	144

School participation in enterprising learning initiatives

- h) What enterprising activities are provided solely through extra curricula delivery?
There are many varied activities occurring across the region's schools including fund raising for specific purposes. All activities acknowledge the employment related skills being experienced. Continuous improvement strategies highlight the explicitness of skill development. Examples include: Solar Boat Challenge ABW Rock Eisteddfods School cafes and catering groups
- i) Are enterprising activities provided or embedded as part of curriculum delivery?
y 30 n 25
- If Yes:** Please complete below:
Many of the regions embedded enterprise activities allow for the acquisition of evidence towards competency for framework courses. Explicit relationships between enterprise learning and KLA outcomes will continue to be explored during 2010.

Schools giving students the opportunity to participate in the Real Game Series

- j) Identify which Real Game students in your school participated in:

Student numbers by year group	7	8	9	10	11	12
The Make it Real Game	8	12				
The Real Game	8	115	560	913	15	5
The Be Real Game			95	360	15	12
The Get Real Game					18	22

Comments by Region about Strengthening Student Outcomes through Vocational Learning

There has been an increase in KLA teachers supporting career investigation in their classes- region recognises the need to make this delivery explicit for skill identification by students. The DER will allow for greater use of the online logbook for teachers and self monitoring for students. RAVE promotes enterprise learning and assists in sustainable partnerships- Integral Energy project.

Building Networks and Connections

Strengthening career, community and workplace learning opportunities for students through strategic connections, partnerships and networks

Schools developing community / business partnerships to support vocational learning

- a) Is the building of community / business partnerships for vocational learning been embedded in your school's strategic planning processes? y 51 n 4
- b) Identify community / business partnerships that have supported student career knowledge and understanding in your school.
- | | |
|----------------------------|---|
| 50 Local Businesses | 49 TAFE |
| 48 Community organisations | 46 Local Community Partnership |
| 45 Government agencies | 48 Other education and training providers |
| 36 Job Network | 42 Youth Pathways |
| 51 Other | |
- c) Identify community linked activities that have supported student career and transition planning.
- | | |
|-------------------|--------------------------|
| 51 Guest speakers | 45 Industry visits |
| 52 Careers Expos | 41 Enterprise activities |
| 33 Mentoring | 21 Links to Learning |
| 11 Other | |
- d) The Local Community Partnership (LCP) supports the school in the following ways:
- | | |
|--------------------------------------|-------------------------------|
| 40 VET work placement coordination | 38 Work readiness |
| 50 Career information and activities | 32 Student transition support |
| 7 Adopt A School Program | 3 None |
| 13 Other | |

Schools using networks and connections to provide students with access to careers expos, careers markets, enterprise days etc.

- e) Identify the careers expos that your students access to support their career and transition plans.
- Total of students attending Careers Expos in the region 9338**
- Nepean Careers Forum; Cumberland Careers Expo; Indigenous Career Expos; 'Try-a-Trade; UWS Careers Expo; Northern Sydney Careers Expo; Macquarie Uni Open Day; SMH Careers Expo; TAFE Careers Open Days; Disability Employment Network Services Expo; Penrith Valley Apprenticeship Expo; Rosehill Career Expo, Blacktown Employment Expo, Darling Harbour Careers Expo, Healthwise Expo.
- f) Identify other community events that your school accesses to support students vocational and enterprise learning.
- Total students 3387**
- WSR VET Expo; ASX Share Market Game; Parramatta Mission luncheon; Try-a-Trade Event; Blacktown Womens Health Expo; 'Big Day In'; - localised school initiative, Parental information sessions run through LCP's; participation in local 'shows'; Careers shadowing opportunities- Taronga Zoo keepers day; Work readiness seminars run through the LCP's

Parents being informed about how they can support their child's career development and transition planning

- g) Has your school actively engaged parents, carers, elders in their role to support their child's career development? y 52 n 3
- h) If yes, how have schools actively engaged parents, carers, elders in their role to support their child's career development?
- Subject Selection Interview process and information evenings, Parental Newsletters on career information- also in electronic format; involvement of parents in Mentor programs where appropriate; parental involvement in students individualised transition plans; Parents as Career Coaches information evenings, The apprenticeship information nights. Parent / Teacher evenings

i) What opportunities have the region's schools provided for parents/carers, elders and/or other community members to be involved in career and transition support for their child?

41 Career information nights	51 Newsletters
38 Career expos	13 Industry forums
6 <i>myfuture</i> training	53 Parent interviews
48 Careers adviser access	6 Introduction to the Logbook
14 Student Pathways Survey	10 Other

Schools providing careers advisers with access to professional development

j) Does the careers adviser and other career support staff participate in professional learning networks at the local, regional or state level?

51 YES Local	50 YES Regional
24 YES State	1 NO

Schools implementing workplace learning to support student's educational experience

k) In your school, which of the following outcomes does workplace learning achieve?

51 Engagement with learning	52 Informed career decision making
54 Providing students with their first experience of the world of work	49 Providing students with future part-time work opportunities
52 Building students networks and connections	37 Providing students with experience in not for profit/community organisations
4 Other	

Comments by Region about Building Networks and Connections

Schools actively encourage the involvement of parents in the career path planning of students. Many opportunities are available and close partnerships with LCPs strengthen the provision of information.

Regional Specific

The School to Work Program is delivered in a flexible manner to ensure that Regions meet the needs of students in their unique localities. Regions set key strategic outcomes within the framework of School to Work. This section enables Regions to collect extra data that aligns with their priorities for 2009.

Western Sydney

Schools accessing the Regionally Assisted Vocational Education (RAVE) program

- a. Please indicate how many students have participated in the following RAVE programs during 2009 on the table below

RAVE project	Student numbers
Enlighten	1224
Oxygen Factory	688
E-Buddies	10
RAW	14
COPE	33
Shift International	790
Careers Seminars	2478

- b. Has your school participated in Enterprise Learning Activities during 2009?
y 23 n 32

- c. If yes, please provide the information below:

Name of the business involved	Number of students	Summarise outcomes achieved
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Comments by Region about RAVE programs and Enterprise Learning initiatives

The RAVE program has facilitated various activities between schools and businesses where the student activities are meaningful. The number of students reached through the modified structure of RAVE in 2009 is impressive and ensures the initiatives ongoing operation.

Reflection on Highlights and Achievements

How effectively are the following outcomes occurring in your schools?

	Not at all true	Slightly true	About halfway true	Mostly true	True
a) Students are actively being supported to learn how to document and manage their career and transition planning.	2	2	9	22	20
b) Students are trained to locate and use career information.	2	2	2	17	32
c) School practices and structures are sufficiently flexible to complement work and community-based learning	0	1	5	21	28
d) Curriculum delivery in our school provides a range of vocational learning opportunities for students	0	4	7	17	27
e) The school believes that vocational learning is contributing to improved student engagement	0	2	7	13	33
f) The whole school community is familiar with Employment Related Skills	0	9	15	21	10
g) Schools are supporting students to build and maintain a range of networks to support their career planning	0	0	11	23	21
h) The school actively includes parents in supporting the career development of students	0	2	8	22	23

Highlights and achievements for 2009

- i) What were the School to Work highlights and achievements for your schools in 2009? (dot points welcomed)
- * engagement of boys in career path planning.
 - * increase of VET framework subject selection.
 - * external opportunities provided to students that build employment related skills.
 - * increased interest by new staff in STW initiatives
 - * Increased opportunities for all students to participate in a greater variety of programs, excursion and events.
 - * Improved outcomes for at risk students
 - * RAVE
- j) What has been the most effective aspect of the School to Work Program in increasing student engagement in learning in your schools? (dot points welcomed)
- * Providing students with well timed activities has helped with STW planning and subject selection.
 - * Students able to recognise the connectedness between their learning and employment through activities accessed.
 - * introduction of Work Education
 - * Career Search across more schools.
 - * The involvement by external agencies such as Youth Pathways
- k) What feedback or advice do your schools have regarding the effectiveness of Regional support for the School to Work Program? (dot points welcomed)
- * Regional networking meeting appreciated and continued to allow for idea sharing.
 - * Regional programs have been very successful as they have been developed to match the needs of students and school- maintain the engagement of RAVE
 - * Perhaps a regional group needs to be formed to see how to specifically transition students into senior schools with STW ideals.
 - * Maintain financial support.
- l) Summarise the future support your schools requested of the Region? (dot points welcomed)
- * Student engagement strategies with a STW focus
 - * Professional development on online logbook implementation and utilisation.
 - * Maintain financial support.
 - * professional development to continue to explicitly embed STW outcomes across KLA areas utilising technology.
 - * Stage 5 VET initiatives
 - * Continued development of projects and opportunities to share ideas
 - * Student Pathway Survey training
- m) What were the School to Work highlights and achievements for your region in 2009?
- * the success of the RAVE program as a coordinated approach to project delivery.
 - * The establishment of more

enterprising links between schools and business- Integral Energy and IGreen project. * The expansion of the Career Search program. * Successful networking event for STW Coordinators which will be repeated in 2010.

n) What future support would your region request from state?

State personnel are very willing to help whenever the need arises. Coordinated approaches to training in Real Game and myFuture were well received. Any work on projects, initiatives suited to DER and STW initiatives would be welcome.

o) Identify 3-5 actions for the region in 2009 to support the improvement of the School to Work program as a result of the feedback provided in your schools reporting

* Develop strategies that allow for incorporation of laptops across KLA areas and highlight STW outcomes. * Student Pathways Survey training * Provide opportunities for staff to network regarding initiatives across schools. * Maintain RAVE program * Formally report on the regions STW report and allow it to guide 2010 strategies

Feedback

The following statements seek your feedback in relation to the completion of the School to Work: Creating Future Pathways Report 2009.

Please select one option for each factor.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	N/A
The report is easy to access on-line	0	0	0	15	40	0
The instructions are clear	0	0	0	15	40	0
The report is easy to complete	0	2	3	24	26	0
The purpose of the report is clearly explained	0	2	3	20	30	0
The questions accurately reflect the key areas of the Program	0	0	5	27	23	0
Time taken to complete the report is reasonable	0	6	7	27	15	0
The report provides an opportunity for the school to reflect on achievements and future directions	0	2	3	24	26	0

Your comments:

Schools have responded very positively to the report in 2009- they are becoming familiar with the technology and appreciate being able to save answers more easily.